



Summit Parkway Middle

200 Summit Parkway
Columbia, SC 29229

Grades	K-8 Elementary School	
Enrollment	967 Students	
Principal	S. E. Tanner	803-699-3580
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Stephen Shellenberg	803-736-5530

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

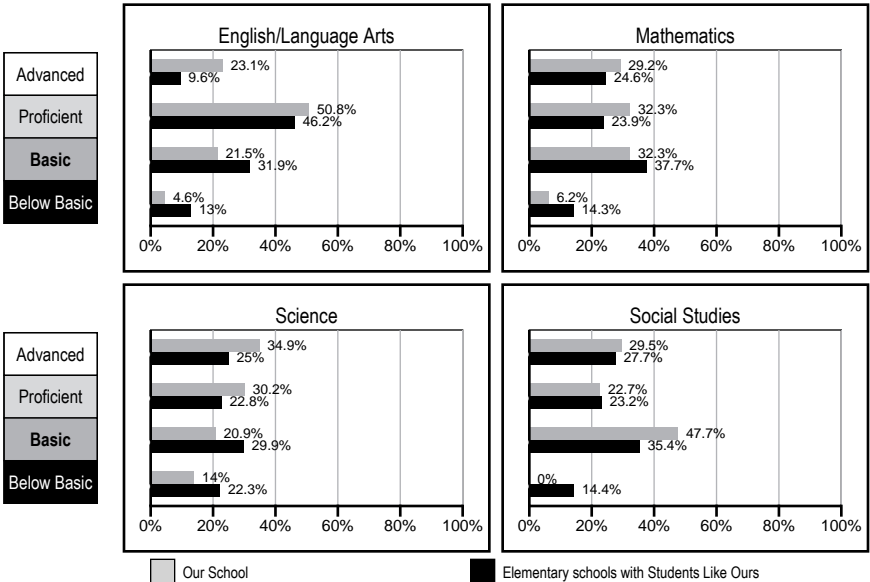
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	20	18	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=967)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	No Change	1.7%	2.3%
Attendance rate	97.4%	Down from 97.9%	96.7%	96.3%
Eligible for gifted and talented	31.6%	Up from 24.8%	20.5%	10.4%
With disabilities other than speech	8.5%	Up from 7.8%	6.9%	7.5%
Older than usual for grade	0.5%	Down from 1.0%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.5%	Up from 2.0%	0.0%	0.0%
Teachers (n=68)				
Teachers with advanced degrees	77.9%	Up from 73.7%	61.1%	56.7%
Continuing contract teachers	77.9%	Up from 76.3%	82.8%	77.3%
Teachers with emergency or provisional certificates	4.8%	Down from 7.1%	0.0%	0.0%
Teachers returning from previous year	85.0%	Up from 81.4%	88.2%	86.4%
Teacher attendance rate	95.5%	Down from 97.2%	95.2%	94.9%
Average teacher salary	\$50,665	Up 4.5%	\$47,434	\$45,345
Professional development days/teacher	16.0 days	Up from 15.7 days	12.0 days	12.6 days
School				
Principal's years at school	9.5	Up from 8.5	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Down from 23.9 to 1	20.5 to 1	18.5 to 1
Prime instructional time	91.6%	Down from 94.2%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.6%	99.9%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,572	Up 16.4%	\$6,507	\$7,052
Percent of expenditures for instruction*	70.6%	Up from 69.8%	70.6%	69.1%
Percent of expenditures for teacher salaries*	65.7%	Down from 66.0%	65.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Students, parents, faculty, and staff at Summit Parkway Middle School and at the Center for Inquiry, a K-5 magnet program, are proud to work together to create an exemplary learning community. Our schools continue to collaborate with The University of South Carolina's network of Professional Development Schools by mentoring undergraduate and graduate teaching interns, publishing professional materials, writing grants, conducting research and hosting on-site courses for education majors instructed by USC faculty.

The South Carolina Department of Education recognized both Summit Parkway Middle School and the Center for Inquiry for their outstanding achievements. SPMS received the Red Carpet Award and CFI was recognized with the Palmetto Gold Award.

Under the direction of their Special Education students, SPMS was recognized for sustaining their Green Steps Energy and Recycling Award and CFI's Lego Robotics Teams received numerous awards at the South Carolina LEGOS First Robotics Competition. A total of eighteen faculty members are currently certified by the National Board of Professional Teaching Standards on the combined campuses.

Other notable achievements include:

- 18 students selected for Middle School Region Band.
- 7 selected for Middle School All State Band.
- 29 eighth graders named as Junior Scholars.
- 89 seventh graders qualified for the Duke TIP program.
- 1 received TIP Honor Roll.
- 17 fourth and fifth graders qualified for the Duke TIP program.
- 13 fifth graders qualified for the Presidential Award.

Important curricular highlights at SPMS include continuation of the six-minute reading fluency program, expansion of an honors curriculum for all sixth and seventh grade core academic areas, implementation of Super 7, a program using Latin stems to challenge honors students, and extension of the AVID to seventh and eighth grades. SPMS encourages parental involvement through Parent Curriculum Nights and resources available on the school's website.

CFI's inquiry curriculum continues to be a national model, hosting hundreds of visitors each year. Under the direction of their university partner, CFI faculty developed a professional video series featuring classroom of inquiry instruction. CFI moved into a new building and will begin its expansion process with the 08-09 school year.

SPMS and CFI are proud to provide educational academic excellence for their students and to serve as an instructional model for educators in South Carolina and nationally.

Mr. Sig Tanner, Principal, Summit Parkway Middle School
 Mr. Diane Donnelly, Chair, School Improvement Council, SPMS
 Dr. Lyn Z. Mueller, Lead Teacher, Center for Inquiry
 Mrs. Beck Sullivan, Chair, School Improvement Council, CFI

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	311	193
Percent satisfied with learning environment	98.5%	67.6%	82.0%
Percent satisfied with social and physical environment	100.0%	71.4%	80.1%
Percent satisfied with school-home relations	96.9%	81.4%	77.4%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 18 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	899	99.8	22.4	38	31.2	8.4	51.2	54.9	48.2	Yes	Yes
Gender											
Male	459	99.8	28.4	39.9	27.7	4	41.3	47.6	41.7	N/A	N/A
Female	440	99.8	16.1	36.1	34.7	13	61.4	62.6	55	N/A	N/A
Racial/Ethnic Group											
White	290	100	12.6	28.9	40.8	17.7	70.8	75.1	60	Yes	Yes
African American	545	99.6	26.7	44.1	25.7	3.4	40.7	44.1	31.7	No	Yes
Asian/Pacific Islander	28	100	21.4	21.4	42.9	14.3	64.3	74.4	70.4	I/S	I/S
Hispanic	27	100	44.4	25.9	25.9	3.7	37	45.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	79	98.7	83.3	11.1	5.6	0	6.9	20.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	41	100	41.5	26.8	24.4	7.3	43.9	51.6	36.9	No	Yes
Socio-Economic Status											
Subsided meals	332	99.4	35	44.4	18.6	2	32	37.4	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	899	99.4	23	42.9	18.8	15.3	45.2	50	45.8	Yes	Yes
Gender											
Male	459	99.1	24.1	42.5	17.2	16.3	44.8	48.2	45.6	N/A	N/A
Female	440	99.8	21.9	43.4	20.5	14.2	45.5	51.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	290	99.7	9.4	37	27.2	26.4	66.7	73.9	59	Yes	Yes
African American	545	99.3	30.8	46.6	14.4	8.2	33	37	26.9	No	Yes
Asian/Pacific Islander	28	100	10.7	25	32.1	32.1	71.4	79.1	71.3	I/S	I/S
Hispanic	27	100	33.3	48.1	3.7	14.8	25.9	40.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	79	96.2	67.6	29.6	2.8	0	8.5	20.9	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	41	100	24.4	39	17.1	19.5	46.3	51.5	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	332	98.8	35.4	44.3	12.5	7.9	31.8	32.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	599	99.7	27.5	33.9	16.3	22.2	38.5	43	35.7	97.4	97.3
Gender											
Male	307	99.4	27.7	32.5	15.9	23.9	39.8	44.2	37.4	97.1	97.2
Female	292	100	27.4	35.4	16.8	20.4	37.2	41.8	33.8	97.7	97.5
Racial/Ethnic Group											
White	191	99.5	16.4	23.5	19.7	40.4	60.1	68.8	49.2	97.4	97.2
African American	363	99.7	33.3	39.6	14.6	12.5	27.1	29.1	17	97.3	97.4
Asian/Pacific Islander	22	100	22.7	31.8	13.6	31.8	45.5	65.2	58	98.4	98
Hispanic	14	100	35.7	35.7	21.4	7.1	28.6	37.1	24.9	97.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.5
Disability Status											
Disabled	49	98	66.7	26.7	6.7	0	6.7	18.6	14	95.8	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	30	100	33.3	33.3	13.3	20	33.3	43.8	24.4	97.1	97.2
Socio-Economic Status											
Subsidized meals	215	99.1	38.5	39	11	11.5	22.5	24.7	21.1	96.1	96.8

Social Studies

All Students	596	99.8	27.8	41.4	14.3	16.5	30.8	42.9	34	97.4	97.3
Gender											
Male	311	99.7	30.1	39.1	13.8	17	30.8	44.7	36.6	97.1	97.2
Female	285	100	25.3	43.9	14.9	16	30.9	40.9	31.3	97.7	97.5
Racial/Ethnic Group											
White	192	100	17.3	37.3	21.6	23.8	45.4	62.5	44.5	97.4	97.2
African American	363	99.7	33.7	44.3	11.1	10.8	22	31.9	19.1	97.3	97.4
Asian/Pacific Islander	18	100	11.1	44.4	5.6	38.9	44.4	67.9	58.9	98.4	98
Hispanic	19	100	42.1	26.3	10.5	21.1	31.6	37.4	27.5	97.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.5
Disability Status											
Disabled	53	100	64.6	25	8.3	2.1	10.4	21.3	14.4	95.8	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	28	100	25	39.3	14.3	21.4	35.7	45.9	27.3	97.1	97.2
Socio-Economic Status											
Subsidized meals	226	99.6	38.2	39.6	10.6	11.6	22.2	25.3	21	96.1	96.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	21	100	4.8	33.3	42.9	19	61.9
	4	21	100	0	14.3	76.2	9.5	85.7
	5	22	100	0	59.1	40.9	0	40.9
	6	318	99.4	21	42	25.5	11.5	37.1
	7	369	100	24.5	47.5	23.9	4.1	28
	8	357	99.7	25.1	47.4	20.5	6.9	27.5
2008	3	21	100	0	19	19	61.9	81
	4	22	100	13.6	18.2	63.6	4.5	68.2
	5	22	100	0	27.3	68.2	4.5	72.7
	6	223	99.1	26.1	35.2	32.7	6	38.7
	7	276	100	25	41.9	28.1	5	33.1
	8	335	100	21.5	40.1	28.7	9.8	38.5
Mathematics								
2007	3	21	100	9.5	52.4	23.8	14.3	38.1
	4	21	100	4.8	19	23.8	52.4	76.2
	5	22	100	0	59.1	13.6	27.3	40.9
	6	318	99.7	19.2	38.3	24.7	17.8	42.5
	7	369	100	17.2	46.6	16.6	19.5	36.2
	8	357	99.7	28.7	50.8	13.6	6.9	20.5
2008	3	21	100	9.5	33.3	38.1	19	57.1
	4	22	100	9.1	36.4	18.2	36.4	54.5
	5	22	100	0	27.3	40.9	31.8	72.7
	6	223	99.1	20.1	37.7	24.1	18.1	42.2
	7	276	99.6	20	42.3	16.2	21.5	37.7
	8	335	99.4	30.8	48.9	14.9	5.4	20.3
Science								
2007	3	11	100	18.2	54.5	0	27.3	27.3
	4	21	100	9.5	42.9	14.3	33.3	47.6
	5	11	100	9.1	18.2	36.4	36.4	72.7
	6	160	99.4	32.9	32.2	18.2	16.8	35
	7	369	100	25.9	41.4	18.7	14	32.7
	8	180	98.3	27.4	41.5	16.5	14.6	31.1
2008	3	10	I/S	I/S	I/S	I/S	I/S	I/S
	4	22	100	27.3	27.3	18.2	27.3	45.5
	5	11	100	0	18.2	27.3	54.5	81.8
	6	110	100	32	25	18	25	43
	7	276	99.6	27.7	41.2	11.2	20	31.2
	8	170	99.4	28.1	31.3	20	20.6	40.6
Social Studies								
2007	3	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	21	100	0	23.8	33.3	42.9	76.2
	5	11	100	9.1	63.6	9.1	18.2	27.3
	6	158	100	7.6	37.5	31.9	22.9	54.9
	7	369	99.7	35.1	39.8	12.3	12.9	25.1
	8	177	100	22.4	62.4	12.1	3	15.2
2008	3	11	100	0	63.6	18.2	18.2	36.4
	4	22	100	0	45.5	27.3	27.3	54.5
	5	11	100	0	36.4	18.2	45.5	63.6
	6	111	100	13.1	25.3	21.2	40.4	61.6
	7	276	100	43.1	35	9.2	12.7	21.9
	8	165	99.4	19.4	60.6	16.1	3.9	20

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